

## Walhalla Elementary

PO Box 370  
Walhalla, SC 29691

|                       |                       |              |
|-----------------------|-----------------------|--------------|
| <b>Grades</b>         | K-5 Elementary School |              |
| <b>Enrollment</b>     | 472 Students          |              |
| <b>Principal</b>      | Steve Harvey          | 864-638-4573 |
| <b>Superintendent</b> | Dr. Valerie Truesdale | 864-886-4400 |
| <b>Board Chair</b>    | Harry B. Mays, Jr.    | 864-972-3629 |

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

|                  |             |                |                      |                       |
|------------------|-------------|----------------|----------------------|-----------------------|
| <b>Excellent</b> | <b>Good</b> | <b>Average</b> | <b>Below Average</b> | <b>Unsatisfactory</b> |
| 7                | 50          | 30             | 3                    | 0                     |

## IMPROVEMENT RATING

**GOOD**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

## ADEQUATE YEARLY PROGRESS

**YES**

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|             | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|-------------|------------------------|---------------------------|---------------------------------|
| <b>2003</b> | Good                   | Unsatisfactory            | No                              |
| <b>2004</b> | Excellent              | Good                      | Yes                             |
| <b>2005</b> | Good                   | Average                   | Yes                             |
| <b>2006</b> | Good                   | Good                      | Yes                             |

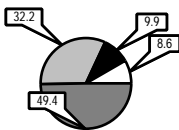
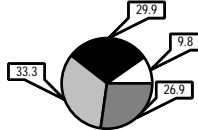
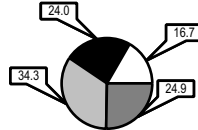
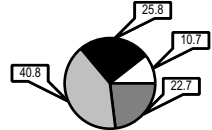
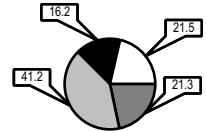
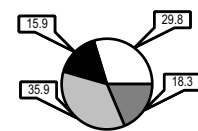
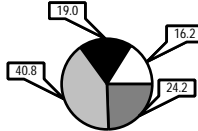
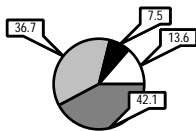
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.2%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

|  |                    |   |
|--|--------------------|---|
|  | <b>Advanced</b>    | Very high score; very well prepared to work at next grade level; exceeded expectations  |
|  | <b>Proficient</b>  | Well prepared to work at next grade level; met expectations   |
|  | <b>Basic</b>       | Met standards; minimally prepared, can go to next grade level   |
|  | <b>Below Basic</b> | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

|  | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced (adj.)</i> | <i>Performance<br/>Objective Met</i> | <i>Participation<br/>Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| <b>English/Language Arts – State Performance Objective = 38.2%</b> |   |                 |                      |                |                     |                   |   |                                      |  |
| All Students   | 247   | 99.6            | 8.6                  | 31.9           | 49.6                | 9.9               | 69.4  | Yes                                  | Yes                                    |
| <b>Gender</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Male   | 132   | 100.0           | 10.2                 | 37.0           | 44.1                | 8.7               | 64.6  | N/A                                  | N/A                                    |
| Female   | 115   | 99.1            | 6.7                  | 25.7           | 56.2                | 11.4              | 75.2  | N/A                                  | N/A                                    |
| <b>Racial/Ethnic Group</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| White  | 219   | 99.5            | 6.8                  | 30.0           | 52.2                | 11.1              | 72.5  | Yes                                  | Yes                                    |
| African American   | 8   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| Asian/Pacific Islander   | 2   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| Hispanic   | 18  | 100.0           | 31.3                 | 25.0           | 43.8                | 0.0               | 43.8  | I/S                                  | I/S                                    |
| American Indian/Alaskan  | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| <b>Disability Status</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Not Disabled   | 209   | 100.0           | 6.1                  | 27.4           | 54.8                | 11.7              | 75.6  | N/A                                  | N/A                                    |
| Disabled   | 38  | 97.4            | 22.9                 | 57.1           | 20.0                | 0.0               | 34.3  | I/S                                  | I/S                                    |
| <b>Migrant Status</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Migrant  | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | N/A                                  | N/A                                    |
| Non-Migrant  | 247   | 99.6            | 8.6                  | 31.9           | 49.6                | 9.9               | 69.4  | N/A                                  | N/A                                    |
| <b>English Proficiency</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Limited English Proficient   | 15  | 100.0           | 41.7                 | 33.3           | 25.0                | 0.0               | 25.0  | I/S                                  | I/S                                    |
| Non-Limited English Proficient                                     | 232   | 99.6            | 6.8                  | 31.8           | 50.9                | 10.5              | 71.8  | N/A                                  | N/A                                    |
| <b>Socio-Economic Status</b>                                       |   |                 |                      |                |                     |                   |   |                                      |  |
| Subsidized meals   | 100   | 99.0            | 14.4                 | 37.8           | 42.2                | 5.6               | 64.4  | Yes                                  | Yes                                    |
| Full-pay meals   | 147   | 100.0           | 4.9                  | 28.2           | 54.2                | 12.7              | 72.5  | N/A                                  | N/A                                    |

|  |     |       |      |      |      |      |      |     |     |
|--|-----|-------|------|------|------|------|------|-----|-----|
| <b>Mathematics – State Performance Objective = 36.7%</b> |     |       |      |      |      |      |      |     |     |
| All Students   | 247 | 99.6  | 9.5  | 33.2 | 27.2 | 30.2 | 75.9 | Yes | Yes |
| <b>Gender</b>  |     |       |      |      |      |      |      |     |     |
| Male   | 132 | 100.0 | 12.6 | 27.6 | 25.2 | 34.6 | 74.8 | N/A | N/A |
| Female   | 115 | 99.1  | 5.7  | 40.0 | 29.5 | 24.8 | 77.1 | N/A | N/A |
| <b>Racial/Ethnic Group</b>                               |     |       |      |      |      |      |      |     |     |
| White  | 219 | 99.5  | 7.7  | 29.0 | 30.0 | 33.3 | 81.2 | Yes | Yes |
| African American   | 8   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| Asian/Pacific Islander                                   | 2   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| Hispanic   | 18  | 100.0 | 25.0 | 62.5 | 6.3  | 6.3  | 43.8 | I/S | I/S |
| American Indian/Alaskan                                  | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S | I/S |
| <b>Disability Status</b>                                 |     |       |      |      |      |      |      |     |     |
| Not Disabled   | 209 | 100.0 | 5.1  | 33.5 | 27.9 | 33.5 | 79.2 | N/A | N/A |
| Disabled   | 38  | 97.4  | 34.3 | 31.4 | 22.9 | 11.4 | 57.1 | I/S | I/S |
| <b>Migrant Status</b>                                    |     |       |      |      |      |      |      |     |     |
| Migrant  | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  | N/A | N/A |
| Non-Migrant  | 247 | 99.6  | 9.5  | 33.2 | 27.2 | 30.2 | 75.9 | N/A | N/A |
| <b>English Proficiency</b>                               |     |       |      |      |      |      |      |     |     |
| Limited English Proficient                               | 15  | 100.0 | 33.3 | 58.3 | 8.3  | 0.0  | 25.0 | I/S | I/S |
| Non-Limited English Proficient                           | 232 | 99.6  | 8.2  | 31.8 | 28.2 | 31.8 | 78.6 | N/A | N/A |
| <b>Socio-Economic Status</b>                             |     |       |      |      |      |      |      |     |     |
| Subsidized meals   | 100 | 99.0  | 12.2 | 38.9 | 28.9 | 20.0 | 71.1 | Yes | Yes |
| Full-pay meals   | 147 | 100.0 | 7.7  | 29.6 | 26.1 | 36.6 | 78.9 | N/A | N/A |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

|                                | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| <b>Science</b>                 |   |                 |                      |                |                     |                   |                                      |
| All Students                   | 247   | 99.6            | 16.7                 | 34.3           | 24.9                | 24.0              | 48.9                                 |
| <b>Gender</b>                  |   |                 |                      |                |                     |                   |                                      |
| Male                           | 132   | 100.0           | 14.2                 | 30.7           | 29.1                | 26.0              | 55.1                                 |
| Female                         | 115   | 99.1            | 19.8                 | 38.7           | 19.8                | 21.7              | 41.5                                 |
| <b>Racial/Ethnic Group</b>     |   |                 |                      |                |                     |                   |                                      |
| White                          | 219   | 99.5            | 13.9                 | 34.1           | 25.5                | 26.4              | 51.9                                 |
| African American               | 8   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| Asian/Pacific Islander         | 2   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| Hispanic                       | 18  | 100.0           | 31.3                 | 37.5           | 25.0                | 6.3               | 31.3                                 |
| American Indian/Alaskan        | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| <b>Disability Status</b>       |   |                 |                      |                |                     |                   |                                      |
| Not Disabled                   | 209   | 100.0           | 13.7                 | 33.0           | 25.9                | 27.4              | 53.3                                 |
| Disabled                       | 38  | 97.4            | 33.3                 | 41.7           | 19.4                | 5.6               | 25.0                                 |
| <b>Migrant Status</b>          |   |                 |                      |                |                     |                   |                                      |
| Migrant                        | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| Non-Migrant                    | 247   | 99.6            | 16.7                 | 34.3           | 24.9                | 24.0              | 48.9                                 |
| <b>English Proficiency</b>     |   |                 |                      |                |                     |                   |                                      |
| Limited English Proficient     | 15  | 100.0           | 41.7                 | 41.7           | 16.7                | 0.0               | 16.7                                 |
| Non-Limited English Proficient | 232   | 99.6            | 15.4                 | 33.9           | 25.3                | 25.3              | 50.7                                 |
| <b>Socio-Economic Status</b>   |   |                 |                      |                |                     |                   |                                      |
| Subsidized meals               | 100   | 99.0            | 23.1                 | 33.0           | 27.5                | 16.5              | 44.0                                 |
| Full-pay meals                 | 147   | 100.0           | 12.7                 | 35.2           | 23.2                | 28.9              | 52.1                                 |

|                                |     |       |      |      |      |      |      |
|--------------------------------|-----|-------|------|------|------|------|------|
| <b>Social Studies</b>          |     |       |      |      |      |      |      |
| All Students                   | 247 | 99.6  | 10.7 | 40.8 | 22.7 | 25.8 | 48.5 |
| <b>Gender</b>                  |     |       |      |      |      |      |      |
| Male                           | 132 | 100.0 | 10.2 | 40.2 | 23.6 | 26.0 | 49.6 |
| Female                         | 115 | 99.1  | 11.3 | 41.5 | 21.7 | 25.5 | 47.2 |
| <b>Racial/Ethnic Group</b>     |     |       |      |      |      |      |      |
| White                          | 219 | 99.5  | 9.1  | 38.9 | 23.6 | 28.4 | 51.9 |
| African American               | 8   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  |
| Asian/Pacific Islander         | 2   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  |
| Hispanic                       | 18  | 100.0 | 18.8 | 68.8 | 12.5 | 0.0  | 12.5 |
| American Indian/Alaskan        | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
| <b>Disability Status</b>       |     |       |      |      |      |      |      |
| Not Disabled                   | 209 | 100.0 | 6.6  | 41.6 | 23.9 | 27.9 | 51.8 |
| Disabled                       | 38  | 97.4  | 33.3 | 36.1 | 16.7 | 13.9 | 30.6 |
| <b>Migrant Status</b>          |     |       |      |      |      |      |      |
| Migrant                        | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
| Non-Migrant                    | 247 | 99.6  | 10.7 | 40.8 | 22.7 | 25.8 | 48.5 |
| <b>English Proficiency</b>     |     |       |      |      |      |      |      |
| Limited English Proficient     | 15  | 100.0 | 25.0 | 50.0 | 25.0 | 0.0  | 25.0 |
| Non-Limited English Proficient | 232 | 99.6  | 10.0 | 40.3 | 22.6 | 27.1 | 49.8 |
| <b>Socio-Economic Status</b>   |     |       |      |      |      |      |      |
| Subsidized meals               | 100 | 99.0  | 16.5 | 46.2 | 20.9 | 16.5 | 37.4 |
| Full-pay meals                 | 147 | 100.0 | 7.0  | 37.3 | 23.9 | 31.7 | 55.6 |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

|                              | Grade | Enrollment 1 <sup>st</sup><br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| <b>English/Language Arts</b> |       |  |          |               |         |              |            |                              |
| 2005                         | 3     | 81   | 100.0    | 7.5           | 36.3    | 53.8         | 2.5        | 56.3                         |
|                              | 4     | 80   | 100.0    | 10.8          | 24.3    | 59.5         | 5.4        | 64.9                         |
|                              | 5     | 69   | 100.0    | 10.4          | 46.3    | 35.8         | 7.5        | 43.3                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 3     | 75   | 100.0    | 8.7           | 20.3    | 53.6         | 17.4       | 71.0                         |
|                              | 4     | 91   | 98.9     | 10.7          | 36.9    | 46.4         | 6.0        | 52.4                         |
|                              | 5     | 81   | 100.0    | 6.3           | 36.7    | 49.4         | 7.6        | 57.0                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Mathematics</b>           |       |  |          |               |         |              |            |                              |
| 2005                         | 3     | 81   | 100.0    | 16.3          | 48.8    | 26.3         | 8.8        | 35.0                         |
|                              | 4     | 80   | 100.0    | 5.4           | 27.0    | 33.8         | 33.8       | 67.6                         |
|                              | 5     | 69   | 100.0    | 9.0           | 35.8    | 20.9         | 34.3       | 55.2                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 3     | 75   | 100.0    | 15.9          | 42.0    | 33.3         | 8.7        | 42.0                         |
|                              | 4     | 91   | 98.9     | 6.0           | 31.0    | 25.0         | 38.1       | 63.1                         |
|                              | 5     | 81   | 100.0    | 7.6           | 27.8    | 24.1         | 40.5       | 64.6                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Science</b>               |       |  |          |               |         |              |            |                              |
| 2005                         | 3     | 81   | 100.0    | 33.8          | 46.3    | 16.3         | 3.8        | 20.0                         |
|                              | 4     | 80   | 100.0    | 14.9          | 36.5    | 27.0         | 21.6       | 48.6                         |
|                              | 5     | 69   | 100.0    | 17.9          | 44.8    | 22.4         | 14.9       | 37.3                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 3     | 75   | 100.0    | 23.2          | 29.0    | 31.9         | 15.9       | 47.8                         |
|                              | 4     | 91   | 98.9     | 12.9          | 36.5    | 23.5         | 27.1       | 50.6                         |
|                              | 5     | 81   | 100.0    | 15.2          | 36.7    | 20.3         | 27.8       | 48.1                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Social Studies</b>        |       |  |          |               |         |              |            |                              |
| 2005                         | 3     | 81   | 100.0    | 12.5          | 60.0    | 21.3         | 6.3        | 27.5                         |
|                              | 4     | 80   | 100.0    | 6.8           | 39.2    | 29.7         | 24.3       | 54.1                         |
|                              | 5     | 69   | 100.0    | 20.9          | 55.2    | 19.4         | 4.5        | 23.9                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 3     | 75   | 100.0    | 7.2           | 30.4    | 30.4         | 31.9       | 62.3                         |
|                              | 4     | 91   | 98.9     | 14.1          | 38.8    | 27.1         | 20.0       | 47.1                         |
|                              | 5     | 81   | 100.0    | 10.1          | 51.9    | 11.4         | 26.6       | 38.0                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

|   | <b>Our School</b> | <b>Change from Last Year</b> | <b>Elementary Schools with Students Like Ours</b> | <b>Median Elementary School</b> |
|---|-------------------|------------------------------|---|---------------------------------|
| <b>Students (n= 472)</b>  |                   |                              |   |                                 |
| First graders who attended full-day kindergarten                                | 100.0%            | No change                    | 100.0%  | 100.0%                          |
| Retention rate  | 2.3%              | Down from 4.2%               | 2.4%  | 2.8%                            |
| Attendance rate   | 98.2%             | Up from 97.3%                | 96.5%   | 96.4%                           |
| Students with disabilities other than speech taking PACT (ELA) off grade level  | 0.4%              | Down from 3.5%               | 0.5%  | 0.0%                            |
| Students with disabilities other than speech taking PACT (Math) off grade level | 0.4%              | Down from 3.5%               | 0.5%  | 0.0%                            |
| Eligible for gifted and talented  | 27.1%             | Up from 24.5%                | 15.7%   | 10.4%                           |
| On academic plans   | 22.8%             | N/AV                         | 26.2%   | 33.6%                           |
| On academic probation   | 0.0%              | N/AV                         | 0.0%  | 1.0%                            |
| With disabilities other than speech   | 8.7%              | Down from 10.8%              | 7.3%  | 7.5%                            |
| Older than usual for grade  | 0.2%              | Down from 0.4%               | 0.6%  | 0.8%                            |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses      | 0.0%              | No change                    | 0.0%  | 0.0%                            |
| <b>Teachers (n= 34)</b>   |                   |                              |   |                                 |
| Teachers with advanced degrees  | 38.2%             | Up from 37.1%                | 56.0%   | 53.8%                           |
| Continuing contract teachers  | N/AV              |                              | N/AV  | N/AV                            |
| Classes not taught by highly qualified teachers                                 | 2.8%              | N/A                          | 2.4%  | 2.4%                            |
| Teachers with emergency or provisional certificates                             | 0.0%              | No change                    | 0.0%  | 0.0%                            |
| Teachers returning from previous year   | 91.0%             | Up from 88.4%                | 89.0%   | 87.3%                           |
| Teacher attendance rate   | 96.4%             | Up from 94.3%                | 95.0%   | 94.9%                           |
| Average teacher salary  | \$41,324          | Up 3.4%                      | \$43,220  | \$42,485                        |
| Prof. development days/teacher  | 14.4 days         | Up from 13.9 days            | 12.9 days   | 13.3 days                       |
| <b>School</b>   |                   |                              |   |                                 |
| Principal's years at school   | 4.0               | Up from 3.0                  | 6.0   | 4.0                             |
| Student-teacher ratio in core subjects  | 19.6 to 1         | Up from 18.3 to 1            | 19.8 to 1   | 18.6 to 1                       |
| Prime instructional time  | 92.6%             | Up from 90.4%                | 90.1%   | 89.7%                           |
| Dollars spent per pupil*  | \$7,873           | Up 3.0%                      | \$6,163   | \$6,557                         |
| Percent of expenditures for teacher salaries*                                   | 61.5%             | Down from 69.0%              | 64.7%   | 64.0%                           |
| Percent of expenditures for instruction*  | 65.5%             |                              | 69.0%   | 69.1%                           |
| Opportunities in the arts   | Good              | No change                    | Good  | Good                            |
| Parents attending conferences   | 98.2%             | Down from 99.6%              | 99.0%   | 99.0%                           |
| SACS accreditation  | Yes               | No change                    | Yes   | Yes                             |
| Character development   | Excellent         | No change                    | Excellent   | Excellent                       |

\* Prior year audited financial data are reported.

|   | <b>Our District</b>    | <b>State</b>               |
|---|------------------------|----------------------------|
| Classes in low poverty schools not taught by highly qualified teachers  | 7.8%                   | 6.2%                       |
| Classes in high poverty schools not taught by highly qualified teachers | N/A                    | 10.2%                      |
|   | <b>State Objective</b> | <b>Met State Objective</b> |
| Classes not taught by highly qualified teachers in this school          | 0.0%                   | No                         |
| Student attendance in this school                                       | 94.0%*                 | Yes                        |

\*or greater than last year

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Walhalla Elementary School is a K-5th grade school that serves 480 students. The mission of Walhalla Elementary School, in cooperation with the home and community, is to develop confident, responsible, productive lifelong learners, by providing a total educational experience in a positive environment. We are very excited about the accomplishments of our students and staff during the 2005-2006 school year and we are continually looking for ways to improve. This spring our school was visited by the Southern Association of Colleges and Schools (SACS). The result of this visit was that our school received an exemplary report on our five-year improvement plan. Our school met Adequate Yearly Progress (AYP) as defined by the No Child Left Behind Legislation and we received a Palmetto Silver Award from the State Department of Education for our test score growth.

Our ongoing process of analyzing our test and Measuring Academic Progress (MAP) data allows us to reflect upon our instructional methods, assessments and programs so that we can be assured we are providing each student with the best possible opportunity to be successful. While our test scores consistently meet and exceed the state and district average for students scoring Basic or higher on PACT, we understand that we must continue to seek ways to improve.

Staff development continues to be a key component in our success. Our teachers received training in various areas in order to help meet the ever-changing needs of our students. Some of these areas include Positive Behavior Intervention Support (PBIS), technology integration, Balanced Literacy, Curriculum Mapping, the revised Bloom's Taxonomy, 6 + 1 Writing, and training for instructing our non-English speakers. A number of our teachers attended professional conferences and were able to share the information from the conferences with our entire staff.

Our students have opportunities above and beyond the regular school day. Our math and English/Language Arts (ELA) labs open before and after school. A homework center is provided three days a week for students in grades 4 and 5. An after-school PACT preparation program is offered for our students in grades 3, 4, and 5.

Our Parent, Teacher, Student Team (PTST) and our School Improvement Council (SIC) continue to play important parts in our success. Donations from the PTST helped us purchase, among other things, an agenda for each student in grades 3, 4, and 5, and instructional technology for our classrooms and media center. The PTST also sponsored a Thanksgiving dinner and our Teacher Appreciation Week activities. Our SIC sponsored our 2nd annual Family Fun Run to promote physical fitness, Family Arts night, Season's Readings, Math and Science night and Family Write night.

Our students, staff and families continue to have opportunities to participate in service projects. Our Relay for Life team raised over \$4000 for the American Cancer Society. Our school collected food and supplies for the local Animal Shelter, participated in the American Red Cross Hero campaign, visited the local retirement home at Christmas, and participated in two food drives for local food banks.

As you can see, Walhalla Elementary School has a number of things to be proud of. These accomplishments are only possible because of the dedication of our staff, students and families. We will continue to work together to ensure that Walhalla Elementary School is a place Where Everyone is a Star.

Steve Harvey, Principal  
Mary Sprouse, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|   | Teachers | Students* | Parents* |
|---|----------|-----------|----------|
| <b>Number of surveys returned</b>                             | 37       | 71        | 75       |
| <b>Percent satisfied with learning environment</b>            | 97.3%    | 87.1%     | 92.0%    |
| <b>Percent satisfied with social and physical environment</b> | 97.3%    | 85.7%     | 97.3%    |
| <b>Percent satisfied with school-home relations</b>           | 100.0%   | 80.3%     | 85.1%    |

\*Only students at the highest elementary school grade level at this school and their parents were included.